

ABSTRACT

The Master's thesis entitled "Implementation of Parent-Teacher-Student Consultations in Primary Education" focuses on the systematic reflection during the implementation of consultations among teachers, parents, and students. The author, in the theoretical part, examines the relationship between the family and the school, along with their collaboration, taking into account the historical development of these institutions. An important aspect is also the exploration of the impact of feedback on students and the positive effects of this interaction on their education and personal growth.

In the practical part of the thesis, the author, in the role of a teacher and an active participant, evaluates each cycle of consultations with the aim of advancing her professional development. Through action research, she observes the evolution of her own practice in implementing tripartite consultations. Research questions are posed, and the author reflects on her progress and acquired knowledge through a pedagogical diary. The main objective of the thesis is to enhance the professionalism of teachers and improve the quality of consultation practices.

The author of this work strives to strengthen her professional identity and enhance the effectiveness of consultations. She firmly believes that the knowledge and experiences gained from this research will serve as a foundation for further professional growth and contribute to the improvement of consultation processes in educational settings. It is her conviction that this work will bring significant benefits and help enhance the consultation processes for the benefit of student education and development.